**Land Acknowledgement**

We acknowledge that the University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

**Legacies**

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.
The Online Classroom

Definitions

Online Synchronous = “Same time-different place”

We are all accessing the same platform(s) at the same time and—to the extent possible—we are interacting with each other verbally, visually, in chats, and/or in collaborative spaces (like Zoom, Google Drive, Canvas, etc.).

Online Asynchronous = “Different time-different place” or “On-demand”

Students access and engage with the content and assignments at whatever time works best for them. For many, this is indistinguishable from what we traditionally think of as “homework.”

In this course, there will be a blend of:

• Online synchronous class time
• Online synchronous group time, generally during scheduled class hours
• Asynchronous group time (shared documents, texts, emails, etc.)
• Asynchronous individual time

The online classroom poses special opportunities and challenges for each of us. It is my goal to be flexible and responsive to each student’s unique needs. At the same time, my experience is that the more interactive and engaged we are when we are synchronous, the more we can all learn and the more relevant this course will be for you. Not everyone will have the capacity to have video and audio on for the full synchronous class times and group times, but I urge you to consider enabling audio and video as much as possible when we are together, and especially in small groups.
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1. Course Statement

   a. **Course Description**
      
      This course is partly survey in nature, touching on a range of methods, strategies, and skills in macro practice, specifically community organization, management, and advocacy. It provides an appreciation of the historical and contemporary importance of these social work methods as well as opportunities for students to develop practical skills. With opportunities for hands-on experience and training using tangible tools that are critical for success in macro practice, the course places special emphasis on approaches that strengthen socially just and culturally sensitive practice. Students focus on: (1) understanding the context of macro practice; (2) identifying community and organizational interventions to address social needs and problems; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policymaking, planning, and program development. Course content addresses concepts and practice skills involving assessment, engagement, and intervention planning at the macro level, and strategies to work effectively with communities, organizations and groups. Content also includes reflective practice and utilizing interpersonal skills in macro practice. The course will offer skill-building in some tasks that are important to beginning social work practice, such as understanding and developing spreadsheets, meeting facilitation, teamwork, collecting and presenting basic data, and communicating effectively.

   b. **Course objectives and competencies**
      
      1. Describe how program evaluation and research inquiry are used by social workers to advance practice, policy, and service delivery effectiveness (Essential 25, 44; EPAS 1, 4, 5, 9).
      2. Describe how to use evaluation and research to support anti-racist practices and social justice (Essential 44, 45; EPAS 1, 2, 3, 5).
3. Demonstrate how to specify a program's operation (mechanisms) using a logic model format (Essential 21; EPAS 7, 8).
4. Complete an outcome evaluation plan of social work practice, program, or intervention, including the selection of standard scales and/or culturally appropriate outcome collection methods (Essential 27, 44; EPAS 1, 4, 5, 8).
5. Describe ethical responsibilities pertaining to social work evaluation and research including human subject protection, informed consent, bias, and cultural awareness (Essential 44; EPAS 1, 5).
6. Demonstrate how to manage, analyze, and report data results to inform practice improvements at multiple levels (Essential 7, 23, 24, 27; EPAS 4, 7, 8, 9).
7. Describe strategies for involving stakeholders in translating and disseminating data results using multiple formats (Essential 23, 25, 27, 44; EPAS 1, 4, 5, 8, 9).

C. Course Objectives

- Use anti-oppressive and anti-racist frameworks to describe examples of systemic and structural root causes of contemporary social welfare issues (Essential 22, 33, 39, 45; EPAS 1, 2, 3, 5, 6, 7, 8, 9).
- Apply inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational and community contexts (Essential 1, 9, 11, 14, 15, 16, 45; EPAS 1, 2, 3, 6, 7, 8).
- Articulate social work values and ethics in all organizational and community strategies to address contemporary social work and social welfare problems (Essential 26, 44; EPAS 1, 5).
- Practice engaging with teams, partnerships, collaborations, coalitions, and other alliances to build intraorganizational and interorganizational power and influence (Essential 8, 10, 40; EPAS 1, 6).
- Assess community needs and issues and identify community assets, indigenous solutions, capacities, and allies in partnership with organizational and/or community stakeholders (Essential 3, 7, 15, 20, 24; EPAS 2, 4, 6, 7, 8, 9).
- Develop intervention plans (goals and objectives) toward addressing community and/or organizational needs and issues (Essential 18, 19, 21, 27; EPAS 4, 7, 8).
- Investigate how to engage with community partners to build community capacity to mobilize on issues and needs, develop services and strategies that enhance community well-being, and dismantle oppressive structures and systems (Essential 25, 29, 34, 45; EPAS 2, 3, 4, 5, 9).

D. Course Design

- This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, and individual and group exercises. The primary pedagogy will be experiential, involving problem-solving, project planning and implementation, online simulations and hands-on applications of real-world situations that arise in the field.
- This course is in person, but also includes some asynchronous (self-paced) formats, include short live and pre-recorded lectures, participatory peer discussions, written assignments, student consultation, existing media and online exercises. Guest speakers may be invited to address special topics using pre-recorded or live lectures.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)
• This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. Consistent with social work core values, the primary goals of Community and Organizational Practice are to enhance human well-being and help meet the basic human needs of all people.

• This course will devote resources and attention to the needs and empowerment of people and groups who traditionally have experienced oppression and marginalization. Course content and processes are designed to help students gain understanding of intersectional diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religious/spiritual practice, immigration status, and cognitive, mental or physical disability. In addition, students will be exposed to strategies for increasing social and racial equity and inclusion across settings.

Accommodations
• If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with me as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disability office at 734-763-3000 in room G-664 Haven Hall.

Student Mental Health and Wellbeing
• University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselor physically located in the School of Social Work, (Jamie Boschee) at (734) 763-7894 or by email at jboschee@umich.edu. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Safety & Emergency Preparedness
In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e., severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB (7793) for up-to-date School closure information. For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/. Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.
2. Class Requirements

A. Course Materials
This course utilizes Canvas as a resource for course readings, as well as for the submission of assignments. Assignment descriptions, lecture notes/slides and readings for each class can be found on those sites. Please review the sites carefully. Login to the Canvas portal at: https://canvas.umich.edu to find the course materials.

- There is no required text for this course. Readings for each topic are listed on Canvas. Students are expected to have completed assigned readings prior to in person class sessions, as these will serve as the basis for class discussion, activities, and assignments. **Readings may be subject to change or instructor may suggest alternative readings more specific to your project focus.**

B. Class schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic/Agenda</th>
<th>Readings BEFORE Class</th>
</tr>
</thead>
</table>
| 1: 9/1/22    | Introduction: Overview & History and Components of Macro Practice | Readings
  - NASW Code of Ethics
  Optional:
  - Progress and Plans for Grand Challenges for Social Work
| 2: 9/8/22    | Advocacy as a Form of Social Action               | Readings:
  Primary:
  - Small change: why the revolution will not be tweeted. The New Yorker October 4, 42-49
  - Video: Social Media for Social Change
  - Video: Grassroots Community Organizing -ACT UP: United In Anger
  Optional:
  - http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell
  - **Reflection Essay due** |
| 3: 9/15/22   | Introduction to Communities: Understanding and Engaging | Readings:
  Primary:
| 4: 9/22/22 | Introduction to Organizations: Understanding and Engaging with Human Service Organizations and Their Populations | Readings: Primary:  
- Video: What is an Organization?  
Optional:  
|-------------|-------------------------------------------------|-----------------------------------------------|
| 5: 9/29/22 | Researching and Gathering Information | Readings:  
- Video: Information Gathering  
- Activity: Power mapping exercise  
- Library Presentation (videos by Darlene Nichols)  
- **Group Pre-presentation Reflection Due** |
| 6: 10/6/22 | Assessing Community and Organizational Needs and Strengths | Readings: Primary:  
- Community Toolbox: Assessing Community Needs and Resources  
- McKnight, Kretzmann (2012) “Mapping Community Capacity”  
- Videos in Canvas |
| 7: 10/13/22 | Intervening in Communities and Organizations | Readings: Primary:  
- Community Toolbox: Developing Interventions  
- Community Toolbox: Ethical Issues in Community Interventions |
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:</td>
<td>11/3/22</td>
<td>Community Observation/Group Preparation Day</td>
<td>No additional readings&lt;br&gt;Group office hours by appointment&lt;br&gt;MAKE SURE TO VOTE THIS WEEK!</td>
</tr>
<tr>
<td>11:</td>
<td>11/10/22</td>
<td>Intervention Presentation</td>
<td>Leave Behind Item/Visual Due</td>
</tr>
<tr>
<td>11/24/22</td>
<td>No Class</td>
<td>Thanksgiving Recess</td>
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<tr>
<td>Based Organizations</td>
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<tr>
<td><strong>14:</strong> 12/8/22 Final Session of the Term</td>
<td>Evaluating, Terminating, and Sustaining Social Change Social Policy and the Future of Macro Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Primary:**

**Budget/Fundraising Plan Assignment Due**

**C. Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Assignment</td>
<td>10/13/2022</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project, Presentation and Leave Behind</td>
<td>11/10/2021</td>
<td>30%</td>
</tr>
<tr>
<td>Budget and Fundraising Plan</td>
<td>12/8/2021</td>
<td>15%</td>
</tr>
<tr>
<td>Participation and Engagement (Includes reflection papers, on-line forums, class activities, Coaching Simmersion simulation, and group Cornell notes submissions.)</td>
<td>Ongoing throughout the course</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Professionalism</td>
<td>n/a</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**DESCRIPTIONS OF ASSIGNMENTS FOR SW 509**

1. **Advocacy Assignment (Individual Project) (15% of total course grade)**

There are two options for the *Advocacy Practice Assignment: Speak Out or Coalition Assignment (chose one)*

**Option A: Advocacy Practice Assignment: Speak Out**

Hoefner (2009) defines advocacy practice as when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group,
organizational, or community level, in order to promote social justice.” Using this assignment to operationalize
our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), you are expected to
speak on behalf of a client or a cause in a public forum in order to influence decisions regarding your group or
cause. The main purpose of this assignment is to introduce you to the process of policy advocacy; how actively
you pursue it is up to you.

**Step 1: Select an issue**
Select an issue or cause of interest to you that is connected to a particular marginalized group or social justice
issue. It can be an issue related to a policy you have studied in your social welfare policy course. Or, if you are
currently in a field placement, you may want to focus on an issue affecting your agency or its service users.
However, if you are planning to undertake an agency-related project, please discuss this with me in terms of
agency support and approval. You may also want to consult with your field instructor.

**Step 2: Research the issues**
Research the topic from its historical perspective to the current situation to provide background information and
develop a position. This may include a review of policy discussions, relevant reports, or social work literature.
It may also be helpful to interview someone knowledgeable about the subject. You will be asked to provide a
bibliography of all the sources reviewed. Based upon your review of the literature and the facts of the case,
write an outline of the remarks you will use to guide your oral presentation or advocacy.

**Step 3: Write your statement**
Select the proper forum for your advocacy effort. This could include a letter to the editor, a Facebook blog, a
Youtube video, or a speak out script from a forum that may consist of any public hearing, legislative committee,
or special commission that is authorized to deal with your issue such as county board of commissioners, the
regents of a university or community college, school board trustees, the planning commission of a unit of
government, or the board of directors of a human service organization. Whether it is a written document
submitted for review or a script that you read from in a video or at a forum, please turn in the statement.

**Step 4: Reflect on the process**
In the effort to be reflective practitioners, you are expected to write a two-page, double-spaced reflection paper
which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular issue you did and
the rationale for how you framed it.
- In terms of your project, what do you see as its strengths and the areas for improvement? While it is
appropriate to focus on the product developed, emphasis should be given to the process or skills you
used to develop your opinion piece or prepared testimony.
- Reflect on the potential impact of your advocacy effort of behalf of your client group or cause. How
might you integrate advocacy into your future social work practice?

**Option B: Coalition Assignment**

**Step 1: Identify a local organization**
Identify a local organization, coalition or collaboration (public or private) that is working for change on an issue
that you have interest in.

**Step 2: Gather information on the organization**
Interview someone in a leadership role and review written and on-line materials that the organization, coalition
or collaboration has available and use newspapers as resources to understand the current context.

**Step 3: Write a Statement**
Prepare a written 3-to-5-page (double-spaced) overview to analyze the group’s effort and your opinion of its
effectiveness. In this overview, define the issue, describe the organization, coalition or collaboration and who is
involved in the effort, identify the goals and strategies that the group is using to advocate for change, and identify what would be considered a success or failure for this group. End with a short paragraph summarizing your opinion of the group’s effectiveness. In an Appendix, include a summary of the meeting you attended and of the key informant interview.

Step 4: Reflect on the process
You are expected to write a two-page, double-spaced reflection paper which addresses the following:

- Summarize how you developed your project, specifically why you chose the particular organization you did and what you learned from the process.
- What knowledge or skills did you gain from the assignment?
- In terms of your organization, coalition, or collaboration, what do you see as its strengths and the areas it stands in need of improvement?
- Reflect on the potential impact of this organization’s advocacy effort of behalf of your client group or cause. How might you integrate advocacy into your future social work practice?

Work to submit to instructor—Submit as one document via Canvas on October 13th.

- Opinion piece, written testimony (Option 1), 3–5-page Written Summary (Option 2)
- Bibliography and/or list of interviews conducted
- Reflection Paper

2. Community or Organizational Intervention (Team Project) (35% of total course grade)
This course will have one connected master assignment with multiple products, designed to help you pull together what you have learned through the semester. There are several important dates regarding this assignment:

- Pre-presentation reflection (prepared as a group) Due by September 29th
- Intervention Presentation, including a visual/leave behind item, summary of team minutes, and group evaluation (prepared individually). Due in class November 10th.
- Budget and fundraising plan. Due by last day of class, December 8th.

This assignment connects to the following P.O.D.S. capacities:

- Capacity Area A: Social Justice Vision and Actions
  - Envision what social justice could look like in specific practice contexts
  - Use processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics (e.g., use accessible language, attend to power and marginalizing dynamics in groups and organizations, value diverse leadership and participation styles).
  - Build on positive sources of power to envision and work toward social justice; work to reduce disempowerment.
  - Build on indigenous knowledge/experiences of individuals, groups, and communities in practice and evaluation.

- Capacity Area B: Working with Others for Justice
  - Demonstrate intersectional humility in communication and interactions with others.
  - Assess the advantages and disadvantages of working collaboratively within and/or access groups (defined by positionality and stigmatized status) and act accordingly.
  - Initiate and promote dialogue/alliances/collaboration where/when appropriate within and across groups and boundaries.
• Capacity Area C: Critical Structural Thinking
  o Analyze types, levels and sources of power in practice contexts, theories and actions.
  o Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).
  o Value and use multiple ways of knowing and constructing knowledge.
• Capacity Area D: Critical Awareness, Use of Self, and Strengthening Survival and Coping Strategies
  o Learn from those with different voices, values and experiences, including different ways of knowing.
  o Demonstrate knowledge and skills for intersectional humility (be able to suspend one’s own assumptions and perspectives in order to understand / recognize alternative world views).
  o Cultivate and use a critical “third eye” (ability to observe and evaluate one’s own actions and their consequences).
• Capacity Area E: Praxis
  o Modify existing theories/knowledge and generate new knowledge/awareness based on these reflections and critical structural thinking

Assignment Tasks – 5 Parts

1. Develop Teams
It is important to assign roles (i.e., facilitator, note taker, reporter, timekeeper, process evaluator, etc.—these roles can and should rotate so that everyone can experience multiple roles), identify ground rules, and develop an evaluation process for your team to identify strengths and areas for improvement. It is recommended to include an informal evaluation process at each meeting (e.g., at the end of the meeting ask people to share what they liked about the meeting and one thing they thought could be improved). It is required to evaluate your group process at the end of the project.
Effective task groups keep minutes in order to promote accountability, the achievement of results, and transparency in decision making. Therefore, your groups are expected to keep minutes of your meetings. Minutes should be at least one page in length for each meeting.
In the beginning of the term, some class time will be allocated to enable your team to get established. A check-in process will occur periodically until the assignment is completed.

2. Identification of a community or organizational barrier/gap or opportunity
This piece of the assignment is designed to identify and understand a problem or opportunity within a community or a community organization. You will spend some time identifying and analyzing one specific issue. You may have the easiest time looking at issues related to your field placement, or an organization for which you have worked or volunteered. The following are some examples of issues you might consider. There are, of course, numerous other issues not listed that you could pursue.
  a. Community Issues: High crime in a specific area, lack of certain human services such as immigration services, cancer support services, domestic violence services, limited access to food.
  b. Organizational Issues: Diversity within a board of directors, high staff turnover, funding issues, board engagement, program expansion.

This component of the assignment has several purposes:
• To learn the skills necessary for understanding and analyzing a community or organization;
• To gain experience in reflective practice at the community or organizational level; an
• To learn and practice skills important to working in a team

After you have selected your community or organizational problem, in the spirit of reflective practice, as a group write a 1–2-page, double-spaced paper addressing the following points:

· What community or organizational problem and why?
· What are some of the things you might examine to make the case for this issue?
· What are your initial ideas about a possible intervention?
· (Feel free to list any questions/concerns you would like to consult with me about)

Please ensure that each team member’s name is listed on the top of the page. Bullet points or short paragraphs are fine. The use of headings is encouraged. References are not necessary, but you are expected to integrate ideas from the course.

**Work to submit to instructor—Due in class September 29th**

3. **The development of a change effort for this identified issue**

A change effort should be designed and implemented in a clear and thoughtful way. Intervention plans focus on changing behavior by intervening in the environment. This can vary greatly. An intervention plan may be a new policy, a change in programming, new practices, or a combination.

This component of the assignment has several purposes:

• To explore what an intervention plan may look like for an organization or community
• To practice the creation and development of a realistic intervention plan.
• To learn and practice skills important to working in a team.

4. **An original presentation and materials, detailing both the issue/problem and the proposed solution**

Assessments and intervention plans do little to help communities and organizations unless they are strategically distributed. For example, you may share it with a potential funder, with a community group, with the staff team that will implement it, or with a board of directors.

This part of the assignment has several purposes:

• To practice the skills necessary for effectively presenting information and material to stakeholders;
• To practice effective public speaking and public presentation skills, time limits, and answering questions.
• To think critically about what information will be compelling to a stakeholder audience.

This part of the assignment is the culmination of the work done through the semester. It requires each group to:

1. **Create a 15-minute presentation** detailing the needs assessment (part 2), as well as the intervention plan or proposed solution (part 3). You will decide who the audience (our class) will be. That is, if you decide you are doing a presentation to a potential funder, we will be that funder.

This should be considered a professional presentation, one that can be used to educate your audience about an issue, therefore it should be engaging and easy to understand. You may use whatever visual aids you think will enhance your presentation. Please be prepared for questions.
Develop a “leave behind” item. You must include some leave behind item. This can be a handout, brochure, brief summary, PowerPoint presentation or some other item of your choosing. This written item should support and/or further explain the points made in your presentation. If your visual aid is in the form of a handout or pamphlet, please provide hard copies for the class.

Any supplemental materials need to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations. Please review the Student Guide section on “Ethical Conduct in the University Environment.” This section specifically addresses plagiarism and the possible consequences for engaging in this behavior. The University of Michigan Library system has an online resource that can assist you in preparing proper citations for assignments using APA format available here: http://www.lib.mich.edu/ug/research/citation guide/AP5thed/pdf.

Work to submit to instructor as a team—Due in class November 10th.
Please give these things to me before your presentation.

- Minutes from your group meetings
- Copy of your PowerPoint (or similar) slides and leave behind item/visual Aids
- After the presentation, each team member is to reflect on the group process thus far and what has been learned from this project, submitting a summary to the instructor via Canvas. This can be done by filling in the evaluation form that will be provided.

Graded Assignment Evaluation Criteria

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder group (the audience) is identified. The product and presentation are appropriate for this audience.</td>
<td>10</td>
</tr>
<tr>
<td>The community or organizational need/issue/problem is clearly identified.</td>
<td>10</td>
</tr>
<tr>
<td>Assessment:</td>
<td>20</td>
</tr>
<tr>
<td>- Includes all relevant stakeholders</td>
<td></td>
</tr>
<tr>
<td>- Data collection methods are appropriate for this need/issue/problem and community/organization</td>
<td></td>
</tr>
<tr>
<td>The change effort/intervention plan presented:</td>
<td>20</td>
</tr>
<tr>
<td>- Matches or connects clearly to assessment findings</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an understanding of the problem and how the problem is situated within the specific organization or community</td>
<td></td>
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<tr>
<td>- Demonstrate that the needs and voices of those most impacted have been considered/integrated in the plan</td>
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</tr>
<tr>
<td>The presentation supplemental materials:</td>
<td>20</td>
</tr>
<tr>
<td>- Demonstrates graduate level work quality</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an understanding of course materials</td>
<td></td>
</tr>
<tr>
<td>Engagement:</td>
<td>20</td>
</tr>
<tr>
<td>- Demonstrates the use of theoretical frameworks such as human behavior in the social environment or person-in-environment within the project group and/or with external stakeholders, such as organizations or communities</td>
<td></td>
</tr>
</tbody>
</table>
5) **The final part of the assignment is to generate a budget and fundraising plan for your proposed intervention. (20% of total course grade)**

1. **FUNDRAISING PLAN:** Note what you hope to accomplish and how you plan to raise the money.

2. **BUDGET:** Estimate cost of intervention (how much money will you need to carry out the project based upon its objectives).

3. **BUDGET NARRATIVE:** Provide a one-page single-spaced narrative of the budget. Explain each budget line and how the item relates to the project. For positions, give an overview of duties, required qualifications, hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget.

4. **TIMELINE:** Provide a specific timeline to give an idea of the project steps and activities (consider using a Gantt chart).

5. **COVER LETTER:** Include a cover letter with the fundraising plan. This letter should highlight the main points of the intervention idea and indicate to the potential funding source why this project is important and the amount you would like to have funded. You may want to explain why the proposed intervention may be of interest to the recipient.

   **Submit to instructor-as one document via Canvas December 8th.**
   - Fundraising Plan (includes summary of plan, timeline, budget, and budget narrative)
   - Cover Letter to make pitch to someone (foundation, individual donor, social media appeal)

(Note: Late submissions will be accepted only in extraordinary circumstances.)

**4. Participation and Engagement: (30% of total course grade)**

**Reflection Essay (5%):** Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:
- Describe your personal and professional goals. What do you hope to be doing 6 years from now?
- How will the MSW degree and this course in particular assist you in meeting your goals?
- Discuss your own strengths and limitations with regard to participating in this course.
- Describe the things you hope to learn in the course.

**Due: September 8th (please submit via Canvas).**
Coaching Simulation (5%): Some foundation courses now include simulations. These simulations provide students a chance to practice social work skills in an online environment, with an online “client.” In this class, we will be practicing the skill of coaching.
For this assignment, you will review the lesson about coaching (within the simulation) and complete the simulation 3 times (or reach 75% proficiency, whichever comes first). This assignment can be done at any point through the semester with an ultimate deadline of 12/1/22. To access the simulation, go to: https://sites.google.com/umich.edu/simmersion/home, and click “Request Access to SimMersion Simulations.”

Class Participation (20%)
Class participation is a professional responsibility and a critical element of this course. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, participation is expected. Feel free to share examples from our experiences (field and others) as well as to draw on current events and literature related to course topics in order to promote all of our learning. I also realize that not all participation is verbal, so I will post questions intermittently throughout the semester so be sure to pay attention in each week’s Canvas module. These are generally opinion-based or observation-based assignments, so credit is awarded for completion, not content. These will often serve as asynchronous content.

Your participation grade will be evaluated by your participation in your group discussion and relating the material from the readings into discussion, using note-taking framework called Cornell Notes. For the 10 weeks indicated in the course Canvas site modules, your group will be submitting Cornell Notes on the reading material to help guide class and small group discussions. Each discussion group is responsible for submitting those in Canvas prior to the beginning of class (Thursday by 6:00pm).

Your group also has the ability to determine how you divide the labor of the assignment submission among your team to complete the submissions. I will provide a template for the note submissions, but your group may also create your own format as long as it covers the minimum three categories of (1) what questions do you have from the reading/video/podcast (2) what are the takeaway notes (3) concise summary of the media. See videos about Cornell Notes in Canvas.

The content will not be evaluated, you will receive points for timely submission. Each submission is worth 2% points for all group members. It is the group’s responsibility to communicate and get a complete submission in each week. You are welcome to develop your own format style. Furthermore, you may determine what level of detail is most useful in your team discussions and relevant to your group project.

These worksheets serve as the basis for discussion during in-person class and are for your own synthesis of course content. Together these Cornell Notes constituted 20% of your final grade.

Attendance and Professionalism (10%)
Students are expected to attend ALL class sessions. However, I understand “life happens” when we least expect it. You are expected to conduct yourself in this class in the same manner you would in field or at work. This means that I do not distinguish between “excused” and “unexcused” absences. Instead, the portion of grade dedicated to attendance and engagement reflects how your conduct yourself in the event of an absence. You are expected to communicate the absence to me, and to the members of your team, ideally in advance of the absence. And it is your responsibility to first review the module and syllabus to determine
what you’ve missed, before sending a generic “what did I miss?” email to the professor. Recurring absences, or failure to communicate in a professional manner will impact this portion of your grade. *If you are attending a conference or other school activity, you must let me know prior to the missed class. All work assigned to make up for the missed class must be turned in as instructed by me.*

D. **Grading**

Assignments will be uploaded to canvas for grading. Assignments are to be submitted to CANVAS by 1:59pm on the date they are due (before class session begins) *unless otherwise noted in the syllabus* or in the assignment description in Canvas.

**Expectations for assignments**

- Written assignments should demonstrate your ability to apply and integrate course material and to communicate using a professional style. Professional communication is coherent, concise, and comprehensive, and includes correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing.
- All papers are to have a cover page, reference page and any needed appendices. You are expected to have a running header on all pages, the appropriate headings and page numbers. Be sure to use APA format (6th Edition) and be sure to cite when it is required and have correct citations in a reference page. (If you do not meet the required minimum number of sources, your paper will be returned to you not read and you will be asked to submit with the correct required sources)
- All papers must be typewritten and double-spaced using a 12-point font and one-inch margins. Use APA* 6th Edition for your papers, including proper headings and citations. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. APA formatting: Any social work assignments presented as professional papers or presentations should utilize the 6th edition APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.
- Use the outline format in the assignment description, using headings appropriate to APA format.
- I am looking for clarity and degree of understanding conveyed, key points being discussed, integration of relevant literature, pertaining to the assignment and your own assessment/critique for the assignment.
- You do need to stay within the page limits for all assignments (They are stated on each assignment description). You want to state concisely what you are saying. Summarizing from literature into your own words and the use of appendices will help with this.
- I am also looking at sensitivity and attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national
origin, race, religion or spirituality, sex, and sexual orientation) and life cycle considerations and the degree to which you display critical analysis of the assignment.

• You are responsible for always making and keeping a copy of each assignment prior to turning it in.

**Evaluation Criteria and Procedures:** General evaluation criteria (special elements will also be delineated for particular assignments):

• Demonstrate understanding of and ability/apply knowledge clearly related to the assignment;
• Systematic & logical presentation of arguments, with appropriate documentation;
• Appropriate use of evidence, use of relevant literature and concepts, with citations;
• Scope of concepts used; degree of integration across topics, levels, and different readings
• Clarity of presentation. Originality;
• Attention to diversity and social justice issues across different populations and situations.

I expect that in all written work your will adhere to the following NASW editorial policy: In the interest of accurate and unbiased communication, NASW subscribes to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.) or [http://www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

**Grading**
Final grades are based on 100 percentage points.
Letter grades are assigned to point totals according to the following schedule:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>A+</td>
<td>88-90</td>
</tr>
<tr>
<td>94-99</td>
<td>A</td>
<td>84-87</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
<td>81-83</td>
</tr>
</tbody>
</table>

**Late Assignments**
Assignments are due at or before the dates/times listed on the syllabus and on Canvas. Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.

**Grade Dispute Process**
If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific and must be based on substantive arguments as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.
Other Course Information

Class Recording and Course Materials
Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Statement
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor’s note) for medical excuses is not required.

Additional School and University policies, information and resources are available here:
https://ssw.umich.edu/standard-policies-information-resources They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism